



## JOHNSTON ELEMENTARY

514 Lee Street  
Johnston, SC 29832

<b>Grades</b>	PK-5 Elementary School	
<b>Enrollment</b>	360 Students	
<b>Principal</b>	Bruce Lee	803-275-1755
<b>Superintendent</b>	Dr. Mary Rice-Crenshaw	803-275-4601
<b>Board Chair</b>	Brad Covar	803-637-6689

# THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2011</b>	<b>Below Average</b>	<b>Average</b>
2010	Below Average	Average
2009	Average	Average
2008	Below Average	At-Risk
2007	Average	Average

## DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

## SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

<http://ed.sc.gov>  
<http://eoc.sc.gov>

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

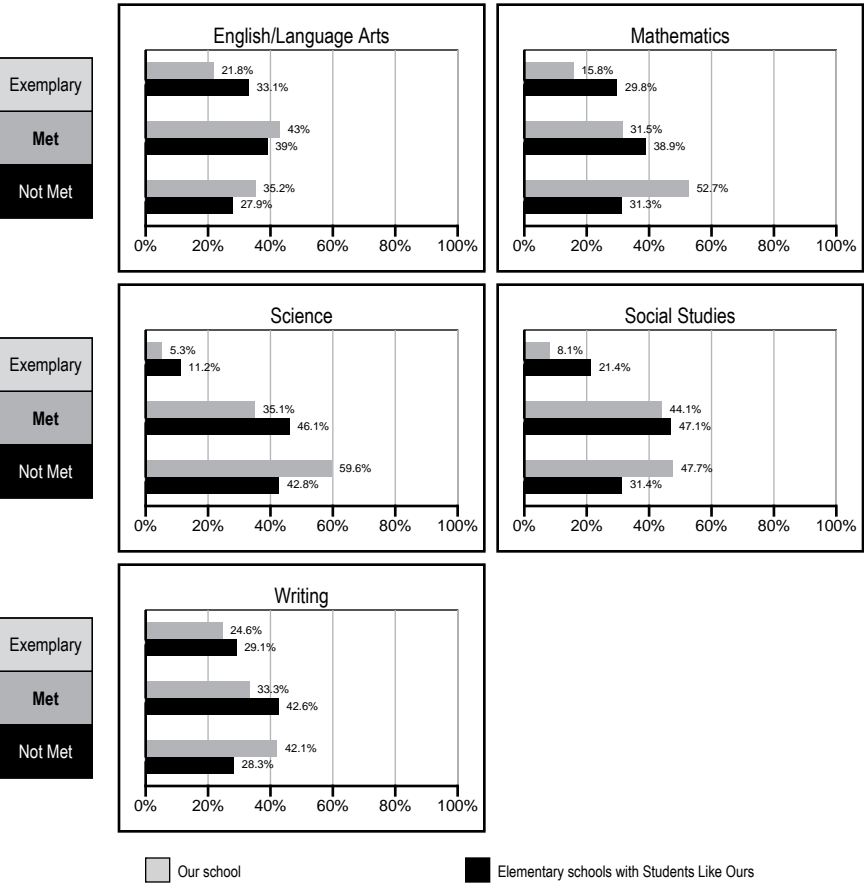
Percent of students tested in 2010-11 whose 2009-10 test scores were located | 99.2%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
6	12	97	14	3

\* Ratings are calculated with data available by 11/09/2011.

Palmetto Assessment of State Standards (PASS)



\* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample

## School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
<b>Students (n=360)</b>				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	2.5%	Down from 5.0%	1.5%	1.1%
Attendance rate	96.7%	Up from 96.5%	95.9%	96.2%
Served by gifted and talented program	6.4%	Up from 5.4%	9.2%	13.4%
With disabilities other than speech	6.1%	Down from 7.7%	4.5%	4.1%
Older than usual for grade	0.0%	No Change	0.4%	0.3%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=21)</b>				
Teachers with advanced degrees	57.1%	Up from 56.5%	60.0%	62.5%
Continuing contract teachers	90.5%	Down from 91.3%	87.5%	88.2%
Teachers returning from previous year	83.4%	Down from 84.2%	86.9%	87.8%
Teacher attendance rate	95.7%	Up from 95.1%	95.1%	95.2%
Average teacher salary*	\$43,851	Down 1.3%	\$46,064	\$46,773
Professional development days/teacher	12.7 days	Down from 22.4 days	10.8 days	10.5 days
<b>School</b>				
Principal's years at school	4.0	Up from 2.0	4.0	4.0
Student-teacher ratio in core subjects	17.1 to 1	Down from 19.2 to 1	19.5 to 1	19.9 to 1
Prime instructional time	91.4%	Up from 90.8%	89.9%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Character development program	Good	Down from Excellent	Excellent	Excellent
Dollars spent per pupil**	\$6,535	Down 11.3%	\$7,489	\$7,447
Percent of expenditures for instruction**	65.7%	Down from 66.2%	67.3%	68.4%
Percent of expenditures for teacher salaries**	63.9%	Down from 65.0%	64.2%	65.8%

\* Includes current year teachers contracted for 185 or more days.

\*\* Prior year audited financial data are reported.

## Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

## Report of Principal and School Improvement Council

Johnston Elementary (JES) is a Title 1 school with a student population of approximately 360 in Pre-Kindergarten through Fifth grade. Located in Edgefield County, the town of Johnston is well known for the abundance of beautiful peach trees that are harvested each year for their fruit and distributed throughout the state of South Carolina and other parts of the country. The 2010-2011 school year at Johnston Elementary included areas where we celebrated successes and areas where we continued to make improvements. At JES, we use data to drive our instruction while making appropriate decisions that will have an impact on the individual needs of our students. For example, although there may be 20 students in the same classroom and similar in age, the staff at JES understands many of those students may not be working on the same level, and must take into account their individual needs. We are standards-based rather than allowing textbooks to dictate classroom practice.

Our single gender classrooms continue to strive from an academic perspective. For the third year in a row, a fifth grade student from JES represented Edgefield County School District as the winner of the Superintendent Writing Award. The TAP Program was implemented at JES during the school year. TAP was developed based on research as well as best practices from the fields of education that will have a positive effect on both students and teachers. The TAP Program provides ongoing data driven staff development through weekly cluster meetings. Teachers have the opportunity to refine specific classroom strategies with support from Master and Mentor teachers.

JES teachers provided training on assessment and evaluation for the school district.

Promethean Boards are installed in 95% of our classrooms, and the goal is to have 100% for the upcoming school year. A second computer lab was installed which allowed teachers to do more research projects.

The JES family contributed funds to various charities this year.

Parents and the community play a major role in the success at JES. We are fortunate to have a community that donates supplies to our school. We look forward to the 2011-2012 school year as we prepare our students to make a positive impact in the community.

Bruce Lee, Principal

Alice Barwick, SIC Chair

## Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	19	57	24
Percent satisfied with learning environment	100.0%	89.5%	79.2%
Percent satisfied with social and physical environment	100.0%	80.4%	91.7%
Percent satisfied with school-home relations	89.5%	84.2%	87.0%

\* Only students at the highest elementary school grade level and their parents were included.

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School Adequate Yearly Progress	NO
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This school met 14 out of 17 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status	CA
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School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance		
	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	5.6%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	N/A	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.7%	94.0%**	Yes

\* Or greater than last year

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 79.4% (Met or Exemplary)

All Students	171	100	35.2	43	21.8	81.2	82.2	82.4	Yes	Yes
Gender										
Male	77	100	32.9	49.3	17.8	78.1	79.3	78.7	N/A	N/A
Female	94	100	37	38	25	83.7	85.5	86.2	N/A	N/A
Racial/Ethnic Group										
White	49	100	25.5	34	40.4	87.2	88.8	88.9	Yes	Yes
African American	115	100	40.5	46.8	12.6	77.5	75.1	72.9	Yes	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	93	I/S	I/S
Hispanic	7	I/S	I/S	I/S	I/S	I/S	72	79.3	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	83	I/S	I/S
Disability Status										
Disabled	31	100	73.3	23.3	3.3	50	46.3	48.1	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	68.9	N/A	N/A
English Proficiency										
Limited English Proficient	6	I/S	I/S	I/S	I/S	I/S	60.7	78.3	I/S	I/S
Socio-Economic Status										
Subsidized meals	143	100	37.7	46.4	15.9	78.3	74.8	75.4	Yes	Yes

Mathematics - State Performance Objective = 79.0% (Met or Exemplary)

All Students	171	100	52.7	31.5	15.8	64.8	79.4	81.9	No	Yes
Gender										
Male	77	100	41.1	39.7	19.2	71.2	77.3	79.9	N/A	N/A
Female	94	100	62	25	13	59.8	81.8	84.1	N/A	N/A
Racial/Ethnic Group										
White	49	100	34	38.3	27.7	74.5	88.2	88.9	No	Yes
African American	115	100	63.1	26.1	10.8	58.6	70	71.4	Yes	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	94.6	I/S	I/S
Hispanic	7	I/S	I/S	I/S	I/S	I/S	66	81.1	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	84.4	I/S	I/S
Disability Status										
Disabled	31	100	N/AV	N/AV	N/AV	13.3	40.6	47.3	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	77.6	N/A	N/A
English Proficiency										
Limited English Proficient	6	I/S	I/S	I/S	I/S	I/S	57.1	81.4	I/S	I/S
Socio-Economic Status										
Subsidized meals	143	100	58.7	31.2	10.1	61.6	71.9	74.9	No	Yes

\* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	115	100	59.6	35.1	5.3	40.4	63.5	68.6
Gender								
Male	53	100	48.1	48.1	3.8	51.9	64.6	68.3
Female	62	100	69.4	24.2	6.5	30.6	62.2	68.9
Racial/Ethnic Group								
White	36	100	41.7	41.7	16.7	58.3	77.5	80.7
African American	74	100	N/AV	N/AV	N/AV	28.8	48	51.4
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	85.3
Hispanic	5	I/S	I/S	I/S	I/S	I/S	55.9	61.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	70.8
Disability Status								
Disabled	16	100	N/AV	N/AV	N/AV	18.8	34	35.7
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	42.9
English Proficiency								
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	40	60.7
Socio-Economic Status								
Subsidized meals	94	100	64.5	34.4	1.1	35.5	51.7	57.3

Social Studies

All Students	117	100	47.7	44.1	8.1	52.3	66.4	72.5
Gender								
Male	53	100	42.9	44.9	12.2	57.1	68.1	72
Female	64	100	51.6	43.5	4.8	48.4	64.6	73.1
Racial/Ethnic Group								
White	33	100	32.3	48.4	19.4	67.7	75.1	81
African American	81	100	55.8	41.6	2.6	44.2	55.2	60
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	89
Hispanic	3	I/S	I/S	I/S	I/S	I/S	65.5	69.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	73.5
Disability Status								
Disabled	25	100	N/AV	N/AV	N/AV	12.5	35.8	40.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	53.8
English Proficiency								
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	50	69.7
Socio-Economic Status								
Subsidized meals	99	100	53.2	40.4	6.4	46.8	56.3	62.9

Abbreviations for Missing Data

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	60	100	42.1	33.3	24.6	57.9	69.3	73.2	96.7	96.2
Gender										
Male	28	100	48.1	29.6	22.2	51.9	61.8	67.2	96.5	95.9
Female	32	100	36.7	36.7	26.7	63.3	77.7	79.4	96.9	96.4
Racial/Ethnic Group										
White	17	100	31.3	43.8	25	68.8	79.3	81.5	96.3	95.9
African American	39	100	48.6	27	24.3	51.4	57.1	61.3	96.8	96.4
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	87	99.9	97.1
Hispanic	4	I/S	I/S	I/S	I/S	I/S	61.9	66.7	97.5	97
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2	96.3	96.5
Disability Status										
Disabled	10	I/S	I/S	I/S	I/S	I/S	15.5	26	96.6	94.8
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	40.5	N/A	99.9
English Proficiency										
Limited English Proficient	4	I/S	I/S	I/S	I/S	I/S	41.7	65.7	97.6	97.6
Socio-Economic Status										
Subsidized meals	54	100	47.1	33.3	19.6	52.9	58.9	63.2	96.6	95.8

Abbreviations for Missing Data

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2010	3	65	100	39.7	36.5	23.8	60.3
	4	63	100	27.9	45.9	26.2	72.1
	5	52	100	27.1	47.9	25	72.9
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
2011	3	50	100	39.6	29.2	31.3	60.4
	4	61	100	40	45	15	60
	5	60	100	26.3	52.6	21.1	73.7
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Mathematics							
2010	3	65	100	68.3	23.8	7.9	31.7
	4	63	100	42.6	44.3	13.1	57.4
	5	52	100	43.8	47.9	8.3	56.3
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
2011	3	50	100	47.9	33.3	18.8	52.1
	4	61	100	60	28.3	11.7	40
	5	60	100	49.1	33.3	17.5	50.9
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Science							
2010	3	32	100	77.4	16.1	6.5	22.6
	4	63	100	49.2	47.5	3.3	50.8
	5	26	100	34.8	60.9	4.3	65.2
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
2011	3	24	100	62.5	29.2	8.3	37.5
	4	61	100	61.7	35	3.3	38.3
	5	30	100	53.3	40	6.7	46.7
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2010	3	33	100	53.1	37.5	9.4	46.9
	4	63	100	29.5	57.4	13.1	70.5
	5	26	100	36	60	4	64
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
2011	8	0	N/A	N/A	N/A	N/A	N/A
	3	26	100	45.8	41.7	12.5	54.2
	4	61	100	45	50	5	55
	5	30	100	55.6	33.3	11.1	44.4
	6	N/A	N/AV	N/A	N/A	N/A	N/A
2011	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Writing							
2010	3	64	100	55.6	23.8	20.6	44.4
	4	64	100	51.6	29	19.4	48.4
	5	53	100	28.6	51	20.4	71.4
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
2011	8	N/A	N/AV	N/A	N/A	N/A	N/A
	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	60	100	42.1	33.3	24.6	57.9
	6	N/A	N/AV	N/A	N/A	N/A	N/A
2011	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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